

PARKER ACADEMY

900 Woodside Ave.
Greenville, SC 29611

GRADES 6-8 Middle School

ENROLLMENT 459 Students

PRINCIPAL Tecora Prince 864-241-3285

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	34	11

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 6 out of 28 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Average	N/A
2002	Unsatisfactory	Below Average	N/A
2003	Unsatisfactory	Below Average	No
2004	Unsatisfactory	Below Average	No

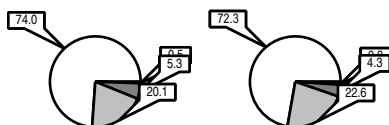
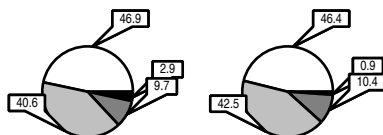
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

78.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****English/Language Arts****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	495	87.1	70.4	24.2	4.6	0.8	8.4	No	No
Gender									
Male	276	84.8	72.2	23.7	3.5	0.5	6.1		
Female	219	90.0	68.2	24.7	5.9	1.2	11.2		
Racial/Ethnic Group									
White	85	81.2	32.7	50.9	12.7	3.6	27.3	Yes	No
African-American	214	84.1	59.6	34.0	5.8	0.6	9.6	No	No
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	190	92.6	94.2	5.2	0.6	0.0	0.6	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	396	91.9	71.8	23.2	4.1	0.9	6.9		
Disabled	99	67.7	61.2	30.6	8.2	0.0	18.4	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	495	87.1	70.4	24.2	4.6	0.8	8.4		
English Proficiency									
Limited English Proficient	182	92.9	97.2	2.8	0.0	0.0	0.7	No	Yes
Non-Limited English Proficient	313	83.7	52.9	38.1	7.6	1.3	13.5		
Socio-Economic Status									
Subsidized meals	424	88.0	71.7	23.6	4.4	0.3	7.9	No	No
Full-pay meals	71	81.7	62.0	28.0	6.0	4.0	12.0		

Mathematics - State Performance Objective = 15.5%									
All Students	494	87.5	72.4	21.4	5.7	0.5	9.7	No	No
Gender									
Male	275	85.5	74.5	20.0	5.5	0.0	8.5		
Female	219	90.0	70.0	22.9	5.9	1.2	11.2		
Racial/Ethnic Group									
White	84	82.1	44.6	30.4	23.2	1.8	33.9	Yes	No
African American	214	84.1	72.3	23.2	3.9	0.6	7.1	No	No
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	190	93.2	82.1	16.7	1.3	0.0	3.8	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	395	92.2	70.9	22.2	6.3	0.6	10.6		
Disabled	99	68.7	82.0	16.0	2.0	0.0	4.0	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	494	87.5	72.4	21.4	5.7	0.5	9.7		
English Proficiency									
Limited English Proficient	182	93.4	85.0	12.9	2.0	0.0	2.7	No	Yes
Non-Limited English Proficient	312	84.0	64.1	26.9	8.1	0.9	14.3		
Socio-Economic Status									
Subsidized meals	423	88.2	73.0	21.0	5.3	0.6	9.7	No	No
Full-pay meals	71	83.1	68.6	23.5	7.8	0.0	9.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	141	98.6	71.6	25.0	2.6	0.9	3.4
	Grade 7	153	98.0	70.0	25.5	3.6	0.9	4.5
	Grade 8	153	99.3	74.0	24.4	1.6	N/A	1.6
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	160	83.8	73.4	20.2	5.6	0.8	6.5
	Grade 7	159	89.3	66.7	28.8	3.8	0.8	4.5
	Grade 8	176	91.7	72.7	25.2	1.4	0.7	2.1

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	141	100.0	63.6	29.7	5.1	1.7	6.8
	Grade 7	153	100.0	70.3	22.5	3.6	3.6	7.2
	Grade 8	153	100.0	71.7	25.2	2.4	0.8	3.1
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	160	84.4	64.0	23.2	12.0	0.8	12.8
	Grade 7	159	89.9	71.2	25.8	3.0	N/A	3.0
	Grade 8	176	92.2	79.7	17.5	2.1	0.7	2.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 459)				
Students enrolled in high school credit courses (grades 7 & 8)	19.7%	Down from 22.7%	9.0%	14.6%
Retention rate	1.4%	Down from 4.3%	4.5%	3.0%
Attendance rate	94.7%	Down from 95.3%	95.1%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.6%		9.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.9%		8.1%	5.3%
Eligible for gifted and talented	1.8%	Down from 1.9%	6.1%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	18.0%	Up from 15.9%	15.1%	13.9%
Older than usual for grade	10.2%	Down from 13.5%	7.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 1.4%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 32)				
Teachers with advanced degrees	56.3%	Up from 47.1%	47.8%	48.7%
Continuing contract teachers	78.1%	Up from 76.5%	71.6%	81.7%
Highly qualified teachers**	88.9%	N/A	88.1%	90.4%
Teachers with emergency or provisional certificates	7.4%		11.3%	5.3%
Teachers returning from previous year	77.8%	Up from 73.6%	77.0%	85.1%
Teacher attendance rate	95.2%	Down from 98.2%	94.4%	94.8%
Average teacher salary	\$38,454	Up 1.6%	\$38,739	\$40,566
Prof. development days/teacher	12.1 days	Up from 8.3 days	11.5 days	11.0 days

School				
Principal's years at school	1.0	Down from 5.0	2.0	3.3
Student-teacher ratio in core subjects	21.8 to 1	Down from 24.3 to 1	18.6 to 1	21.3 to 1
Prime instructional time	88.8%	Down from 92.6%	87.5%	89.3%
Dollars spent per pupil*	\$8,209	Up 10.1%	\$6,552	\$5,821
Percent of expenditures for teacher salaries*	54.8%	Down from 55.8%	60.0%	61.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	Up from 89.4%	87.4%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Each year we will concentrate on the programs that spur continuing advancement: evaluating what we have, determining what we can do to improve, and identifying what we need to make those improvements. We believe that education is a continuous process of learning that must be shared by the home, school, and community; therefore, we are constantly seeking ways to encourage parents to share in the education of their children. Parent involvement supports and enhances the teaching and learning process. Although parent involvement has increased, we are asking our community to assist us in our school-wide efforts to raise the academic challenge and performance of each student. We have provided an environment supportive of learning, focusing on reading, by providing the materials and equipment needed to be successful.

Title One, Retraining Grants, General Funds, and other monies are utilized to support professional and curriculum development for teachers. It is our goal to effectively manage and further develop necessary financial resources. All teachers are encouraged to write grants and explore ways to support the educational program. The students are the center of the educational process. However, we are concerned about the low achievement on the standardized test. In the Spring of 2003 all English as a Second Language students were tested in accordance with the state requirements. Parker Academy is home base to the majority of ESOL students in Greenville County. The chart below reflects students scoring at Basic or Above on PACT (see chart).

PACT	1999	2000	2001	2002	2003
6th ELA	17.3	41.7	41.0	46.8	33.7
7th ELA	25.0	36.7	43.1	45.5	36.5
8th ELA	27.3	32.6	40.0	55.1	37.9
6th Math	13.2	28.3	32.9	38.7	44.8
7th Math	18.3	30.8	28.4	26.1	36.9
8th Math	11.7	24.2	30.9	44.6	35.6

All parents of students who scored below basic on either section of the PACT have been invited to join the staff in writing an Academic Plan for Students (APS). A homework center and after-school tutoring are held on Tuesdays and Thursdays. We have a significant increase in the number of students who were promoted at the end of the 2004 school year.

Tecora T. Prince, Principal; Darryl Cowan, SIC Chair.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	11	64	28
Percent satisfied with learning environment	54.5%	64.1%	77.8%
Percent satisfied with social and physical environment	45.5%	71.2%	61.5%
Percent satisfied with home-school relations	9.1%	78.7%	56.0%

*Only students at the highest middle school grade level at this school and their parents were included.